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CI 513

Tech Activity

Critical Thinking

Intel: Seeing Reason

**How does this tool facilitate students’ critical thinking?**

Students are organizing the data in a way to view and understand a problem as well as organizing the factors that caused, influenced, and/or affected the problem, and also how the factors interact with each other. With this map, students can then investigate whether their factors are supported by evidence. In order to do this, students need to think, hypothesize, investigate, and then think further about the factor/s and problem. This also facilitates group work and helps students organize their data, talk about it, and plan investigations. They have to think in different ways in order to tell what caused the problem.

**Explain what I did.**

I thought of a new factor, a tree falling onto the road. I clicked on the” new factor” button on the left, typed in my new factor, chose a color for the box, and described the factor. Then I clicked on the “add an arrow” button and chose when more trees block the road, traffic jams increase.

**What are the key steps a teacher must take to set up the Seeing Reason Tool and engage students in using the tool?**

* Have a Teacher Workspace account
* Choose to link to set up a new Seeing Reason project
* Choose a project name, description, and the question your students will be answering and click submit
* Select the number of teams and password (the teacher can choose new teams or keep the teams from previous projects) and click submit
* The teacher can manage the teams, ID, and add names to each team
* The teacher can help the students in this process by showing them the different icons and how they work and also giving them an example of a factor or cause in the problem. The teacher and view student progress and guide as needed. It would also help if the problem was something that could relate or interest the students and be something that they want to solve.

**How do the examples stimulate your thinking of how to use the Seeing Reason Tool?**

Ideas:

* Cause and effect of changes in music history (how and why did music change)
* Cause and effect of intonation problems (what causes bad intonation)
* Cause and effect of not playing together (in time, in balance, etc.)
* Cause and effect of a good musical performance or rehearsal (what are the factors that lead to a good rehearsal or performance)

Intel: Showing Evidence

**How does this tool facilitate students’ critical thinking?**

Students are given an argument, they choose a claim, and then justify it with evidence. The tool helps students present their claim and argue it with reason and evidence. The importance is having a stance on the argument and being able to defend it with more than just an opinion. They need to think, understand, question, reason, provide evidence, and come to a conclusion.

**Explain how each of the assessments provides guidance to students throughout the project.**

The teacher has an account and can view student progress and can then give immediate feedback. This tool can be used as a learning tool and as a test to see how the students can demonstrate their knowledge of justifying correctly as well as choosing quality evidence. The evidence they choose also demonstrates their content knowledge. It is also easy for students to organize their evidence and justify their claim because of the way the tool is set up.

**What are the key steps a teacher must take to set up the Showing Evidence Tool and engage students in using the tool?**

* Have a Teacher Workspace account
* Choose to link to set up a new Showing Evidence project
* The teacher can create their own project (choose a project name, description, the question that will be answered, and whether the teacher prefers the simplified or standard version of the project)
* Then the teacher has to set up the student workspace and choose the workspace evidence labels that pertain to their content area
* The teacher can choose to add evidence and explanations of the evidence to the student workspace before they begin the project (they can also add a link to the source box for the students)
* Then the teacher can manage the project teams and password (only after the project is created). The teacher can create new teams using the team wizard or use previous teams
* Then the teacher can click on teams and manage them with student names and ID
* The teacher can then guide students through the technological steps of this project and explain the need for evidence, reason, and justification. The teacher can track student progress from their account and can give the students immediate feedback. The teacher can also engage the students by picking an argument that does not have an obvious answer and that sparks curiosity in the students.

**How do the examples stimulate your thinking of how to use the Showing Evidence Tool?**

Ideas:

* What makes music Baroque? Classical? Romantic? Etc.
* What makes music maestoso? Cantabile? Legato? Etc.
* How does \_\_\_ (piece, composer) portray \_\_\_ (characteristic)? Or does he/she?
* How similar is the Spanish piece we played to the French piece played? Or is it?